



Master of Arts in English Handbook  
Department of English  
Thomas Harriot College of Arts & Sciences  
2015-2016

East Carolina University is an equal opportunity institution and, in keeping with this policy, the University makes no distinction in the admission of students, or in any other of its activities, on the basis of race, color, sex, creed, or national origin.

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## From the Director of Graduate Studies

September 10, 2014

On behalf of the graduate faculty in the department, I want to welcome you to the MA in English graduate program. We are committed to providing you an intellectually stimulating environment with diverse course offerings and accessible faculty.

This handbook gathers together information that will be important as you make your journey through the program a successful, rewarding, and timely one. I want to thank Drs. Marianne Montgomery and Rick Taylor for allowing us to adapt some of their own materials, especially related to the thesis project, for this handbook. Other faculty and students have also contributed in numerous ways, and my thanks to them as well. As you know or will soon learn, Catherine Anderson, my assistant, is instrumental in numerous ways day in and day out. She pulled together several documents and loads of information that we have compiled here in one place. Just when I thought we were done, she reminded me of additional information we needed to include, so students could be successful in the program. Thanks for all that you do for the graduate faculty, the graduate students, and me.

It concludes with an appendix that includes many of the forms you will need as you progress through the program. We're in the process, with the help of Dr. Erin Frost, of updating the graduate studies section of the website with much of this information as well. This is a second draft and compiles the current policies and procedures being used to help students progress through the program. In many ways, it is a work-in-progress. I welcome any feedback from students and faculty on how it can be improved.

Good luck and have a great year!



Michelle F. Eble, PhD  
Director of Graduate Studies  
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252.328.6660

## Helpful Suggestions from Past Graduate Students

1. Never, ever be afraid to suggest an idea.
2. Always check your email.
3. Find a professor you like to act as a mentor beyond academic work.
4. Do not be afraid to talk to your professors. Building a network with faculty will open up doors to future opportunities.
5. Learn to read strategically. In graduate school, there is not enough time to read books and articles word-for-word. Read with a purpose by picking out the most important information.
6. Always do a little bit of work every day, even if it is not due until later, so that you do not have a lot of work to do at the last minute.
7. Keep a binder with the course name and section, all the homework assignments and readings, and any other important paperwork. Being organized will make your life easier.
8. Begin attending and presenting at conferences early in your graduate student career. This is great experience and will reflect positively in your CV/resume.
9. Take advantage of opportunities for professional development. The university, including the department, offers workshops, trainings, and lectures covering a variety of subjects. Attend events of interest whenever possible.
10. Although your graduate work is important, do not forget to maintain a reasonable work-life balance. Learn to manage your time so that you do not feel overwhelmed.

## Tips for DE Students\*

1. Get a spiral notebook for each class you take and use it to take notes on articles and books read. It makes it so much easier to organize ideas when it comes time to write papers.
2. Color code notes for different books; it breaks the monotony of everything looking the same.
3. Print articles before reading them. This makes them easier to read and take notes on.
4. Be sure to print out papers with professors' comments; this ensures that you do not make the same mistake twice!
5. Buy books as soon as they are posted for the class, start reading early, and take notes in the margins of the books to stay organized.
6. Register for classes as soon as they become available. DE sections can fill up quickly!
7. Type assignments in Word and save often. Blackboard can sometimes time out and erase all your hard work.
8. Stay in frequent contact with your professors using email or Skype. We have great professors that will help you make this a meaningful educational experience.
9. Most professors will post a discussion board thread in Blackboard for the purpose of casual conversation. Use this feature for networking with fellow students.
10. Log into the course website or Blackboard regularly throughout the week so that you can contribute frequently and will not miss anything.

\*This list was generated by and for DE students; however, most of these practices could certainly be useful for all students.

## **Professionalism**

As graduate students in the Department of English, we expect that you will take your academic coursework seriously and meet the expectations of the faculty. In addition, we expect you to exercise good judgment when interacting with classmates and your faculty. This is especially important if you have been assigned a graduate assistantship with the department. In these cases, you represent the department of English and should always behave professionally. The graduate program in the English department prides itself on helping to development scholar-teachers who have also learned what is involved in developing as a professional in the fields that make-up the department. We expect students to behave professional at all times especially during classes, in assistantship offices, the writing center, with one another, on social media, and when interacting with faculty. Any issues or allegations of unprofessional behavior will be addressed by the faculty supervisor, advisor, and Director of Graduate Studies (DGS).

## MA in English Description

The MA in English is a generalist degree (33 hours) that prepares students for

- professional careers in writing, editing, publishing, information design, and related fields;
- careers teaching English in K-12, two-year colleges, and colleges/universities as well as teaching English to speakers of other languages (TESOL);
- MFA programs in creative writing; or
- PhD programs in literature; linguistics; rhetoric/composition; or professional communication as well as professional degree programs such as law and business.

We offer both a thesis (6 hours) and a comprehensive assessment project [CAP] (non-thesis) option (includes 6 hours of coursework).

## Coursework

### Advising and Registration

Before registering for classes, it is highly recommended that students consult with their assigned advisors. If a student has not yet been assigned an advisor, she or he should contact her or his program area coordinator (see Concentration Area Information for contact information). Advisors will discuss coursework options with the student based upon student interests and program requirements. Based upon this consultation, students may then register for courses using ECU OneStop, which can be accessed at [onestop.ecu.edu](http://onestop.ecu.edu).

DE students should ensure that they are enrolling in online sections of courses. Campus students who wish to register for an online course or are enrolled in an online program (MTL and TPC) must contact the Graduate Administrative Assistant for registration in order to maintain eligibility for graduate assistantships.

### Registering for Thesis Hours

To register for thesis or dissertation hours, please email Catherine Anderson ([hathawayc@ecu.edu](mailto:hathawayc@ecu.edu)) with the following information:

Name  
Banner ID  
Exact titles  
Number of hours DE or Campus  
Director

The thesis option requires a prospectus meeting with your thesis committee to be conducted *the semester before* you plan to complete your thesis. **You may only be registered for thesis hours once the prospectus meeting has been conducted.** If you need to be registered for part of your thesis hours in the same semester as your prospectus meeting, you can be registered with the approval of your director. Consult with your

director/advisor to determine which sections you should be enrolled. You may not ask to be registered for thesis hours without the explicit approval of a director.

ENGL 7000 Thesis: Literature review

ENGL 7000 Thesis: Research

ENGL 7000 Thesis: Writing

ENGL 7000 Thesis: Defense & Revision

\*Each of these titles may be used *twice* per student as necessary. Only instances of courses is an issue, not number of credits.

### **Online Courses**

Students in Technical and Professional Communication or Multicultural and Transnational Literatures are able to take all of their courses online. While other concentrations do offer online coursework, these are not taught on a regular basis. The availability of online courses gives students who hold full-time employment the opportunity to complete the MA in English program without coming to campus. In addition, the program offers many evening classes in each of the concentration areas. Campus students who wish to enroll in an online section of a course should contact the Graduate Administrative Assistant.

### **Directed Readings**

We encourage students to take the courses being offered during any given semester because we think this is the best learning experience for most students. Occasionally, there may be a need to do a directed reading with a faculty member. Directed readings, or independent studies, are courses in which a student works directly with a faculty member outside of a classroom setting. A student and faculty member together determine the reading list and assignments. Directed readings are meant to allow students the opportunity to study materials that are not regularly taught in other classes.

In planning a directed reading, a student and his/her advisor, and perhaps the DGS, should determine the best faculty members to supervise this research. Much of the decision will be based on the subject of the intended research. Once the faculty member has agreed to work with the student, the student must fill out the Directed Reading form (see appendix) with the advisor. The form is then emailed to Catherine who submits it to the online approval system. Once approved, Catherine registers the student for the course. A student **must** receive approval and have the course listed in order to get the appropriate credit.





## Concentration Area Information

### English Studies Concentration

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Area Coordinator: Dr. Michelle Eble (eblem@ecu.edu)

**Description:** The English Studies concentration allows for a comprehensive plan of study from at least **two** concentrations or areas of study. Students seeking a concentration in English studies are required to submit a plan of study for approval to the DGS.

#### Coursework and Other Requirements

*Choose one research methods course\* from the following (3 s.h.)*

ENGL 6009 Research Methods in Language Study

ENGL 6702 Research Methods in Technical and Professional Communication

ENGL 6805 Research: The Writer's Perspective

ENGL 7005 Bibliography and Methods

ENGL 7601 Research Design in Rhetoric and Composition

\*This course lays the foundation for every other course you will take, so you should take it as early in your course of study as possible.

*Comprehensive Studies (18 s.h.)*

Courses from at least two concentrations or areas of study for a total of 18 s.h. of coursework chosen from ENGL courses.

*Electives (6 s.h.)*

English courses outside the concentration or from another department.

Note: Students wishing to receive a graduate teaching assistantship must complete ENGL 6625 Teaching Composition: Theory and Practice.

*Thesis or Comprehensive Assessment Project (6 s.h.)*

A thesis, demonstrating the student's ability to gather, arrange, and interpret material which bears on a particular problem (6 s.h.), or a Comprehensive Assessment Project (CAP) with additional coursework in English (6 s.h.).

### Creative Writing Concentration

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Area Coordinator: Amber Flora Thomas (thomasam@ecu.edu)

**Description:** The Master's Degree in English with a Concentration in Creative Writing is an advanced degree with a specialty in the writing of original poetry, fiction, scripts and plays, or creative nonfiction. Because ours is a studio writing program, primary emphasis is on the student's writing experience; students are encouraged to take the writing workshop in their

genre of study as many as three times for credit. The program is designed according to guidelines established by the Association of Writers and Writing Programs, which is the primary source for information on creative writing programs in English. Abiding by AWP's principles, instruction in the Creative Writing concentration is only offered face-to-face.

The study of contemporary literature and the forms, craft, themes, and aesthetics of writing are incorporated into the workshops and also offered in separate seminars. The MA with a Concentration in Creative Writing is designed for writers who want to continue their study with an MFA, DFA, or PhD; who wish to become qualified to teach creative writing and/or English at the community college level; or who simply wish to better their creative writing.

### **Coursework and Other Requirements**

Students must complete at least 33 semester hours, of which 18 must be in the Creative Writing concentration. Students may take a maximum of 12 hours of workshop classes (ENGL 6840, 6850, 6868, 6898) for credit towards their degree. Students are required to take a minimum of 6 hours of CW electives (ENGL 6865, 6870, 6880). The 18 semester hours in Creative Writing includes no more than 12 s.h. of workshops and a complement of CW electives to equal 18 s.h.

*Choose one research methods course\* from the following (3 s.h.)*

ENGL 6009 Research Methods in Language Study

ENGL 6702 Research Methods in Technical and Professional Communication

ENGL 6805 Research: The Writer's Perspective

ENGL 7005 Bibliography and Methods

ENGL 7601 Research Design in Rhetoric and Composition

\*This course lays the foundation for every other course you will take, so you should take it as early in your course of study as possible.

*Select up to four workshops\* (maximum of 12 s.h.)*

ENGL 6840 Advanced Poetry Writing

ENGL 6850 Advanced Fiction Writing

ENGL 6868 Advanced Nonfiction Writing

ENGL 6898 Advanced Script Writing

\*Any one workshop may be taken for credit up to three times.

*Select at least two Creative Writing electives from the following (minimum of 6 s.h.)*

ENGL 6865 Creative Writing

ENGL 6870 Literature from the Writer's Perspective

ENGL 6880 Directed Readings in Creative Writing

*Electives (6 s.h.)*

English courses outside the concentration or from another department.

Note: Students wishing to receive a graduate teaching assistantship must complete ENGL 6625 Teaching Composition: Theory and Practice.

*Thesis or Comprehensive Assessment Project (6 s.h.)*

A thesis, demonstrating the student's ability to gather, arrange, and interpret material of a collection of original poetry, fiction, creative nonfiction, or drama (6 s.h.), or a Comprehensive Assessment Project (CAP) with additional coursework in English (6 s.h.).

## **Linguistics Concentration**

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Area Coordinator: Dr. Solveig Bosse (bosses@ecu.edu)

**Description:** The Department of English at East Carolina University offers a variety of graduate courses in linguistics and teaching English to speakers of other languages (TESOL). These courses provide a bridge between the humanities and the social sciences, and between language studies and other academic areas, such as anthropology, education, and speech and hearing sciences. Our Linguistics and TESOL graduate students organize the annual TALGS (TESOL and Applied Linguistics Graduate Students) conference, which provides graduate students and TESL/TEFL professionals a forum to showcase their research and teaching practices.

### **Coursework and Other Requirements**

*Choose one research methods course\* from the following (3 s.h.)*

ENGL 6009 Research Methods in Language Study

ENGL 6702 Research Methods in Technical and Professional Communication

ENGL 6805 Research: The Writer's Perspective

ENGL 7005 Bibliography and Methods

ENGL 7601 Research Design in Rhetoric and Composition

\*This course lays the foundation for every other course you will take, so you should take it as early in your course of study as possible.

*Required course (3 s.h.)*

ENGL 6530 Descriptive Linguistics

*Select five courses from the following (15 s.h.)*

ENGL 6505 Linguistic and Cultural History of the English Language

ENGL 6525 Language and Society

ENGL 6526 The Structure of English: Phonology and Morphology

ENGL 6527 The Structure of English: Syntax and Semantics

ENGL 6528 TESOL: Theories and Principles

ENGL 6529 Applied Linguistics for ESL Teachers

ENGL 6531 TESOL: Methods and Practicum

ENGL 6535 Principles of Language Testing

ENGL 6680 Writing Systems of the World

ENGL 7565 Linguistics, Education, and ESL

ENGL 7605 Discourse Analysis

### *Electives (6 s.h.)*

English courses outside the concentration or from another department.

Note: Students wishing to receive a graduate teaching assistantship must complete ENGL 6625 Teaching Composition: Theory and Practice.

### *Thesis or Comprehensive Assessment Project (6 s.h.)*

A thesis, demonstrating the student's ability to gather, arrange, and interpret material which bears on a particular problem (6 s.h.), or a Comprehensive Assessment Project (CAP) with additional coursework in English (6 s.h.).

## **Literature Concentration**

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Area Coordinator: Dr. Marianne Montgomery (montgomerym@ecu.edu)

**Description:** The M.A. in English with a concentration in Literature is an advanced degree focusing on literary study. The program is committed to a well-rounded approach that emphasizes the study of literary periods, genres, and major authors in concert with important theoretical methods, such as historicism, formalism, feminism, and cultural studies. Students choose from a wide variety of courses in British, American, European, ethnic, and global literatures as well as genre courses, such as Folklore and Children's Literature.

The majority of our courses are taught in a discussion format that values student interaction and promotes exploration and experimentation. We encourage our students to complement their work in literature with classes from other fields, such as rhetoric and composition, technical and professional writing, linguistics, creative writing, and film.

### **Coursework and Other Requirements**

*Choose one research methods course\* from the following (3 s.h.)*

ENGL 6009 Research Methods in Language Study

ENGL 6702 Research Methods in Technical and Professional Communication

ENGL 6805 Research: The Writer's Perspective

ENGL 7005 Bibliography and Methods

ENGL 7601 Research Design in Rhetoric and Composition

\*This course lays the foundation for every other course you will take, so you should take it as early in your course of study as possible.

*Select two courses from the following (6 s.h.)*

ENGL 6151 Eighteenth-Century British Literature

ENGL 6220 American Literature Before 1865

*Select two courses from the following (6 s.h.)*

ENGL 5150 Topics in the Novel

ENGL 5170 Modern Drama  
ENGL 5230 Southern Regional Literature  
ENGL 5280 Topics in Poetry  
ENGL 6151 British Literature Before 1800  
ENGL 6155 British Literature After 1800  
ENGL 6195 Topics in Drama  
ENGL 6220 American Literature Before 1865  
ENGL 6250 American Literature After 1865  
ENGL 6270 Literature and the Environment  
ENGL 6330 Studies in Latino/a Literatures  
ENGL 6350 Studies in Native American Literature  
ENGL 6390 Advanced Studies of Science Fiction and Fantasy

*Select two courses from either of the previous two groups or from the following (6 s.h.)*

ENGL 5330 Studies in Women's Literature  
ENGL 6065 Topics in Literary Theory and Criticism  
ENGL 6340 Ethnic American Literature  
ENGL 6360 World Literature Written in English  
ENGL 6370 Caribbean Literature  
ENGL 6380 Studies in African Literature  
ENGL 6450 Studies in World Indigenous Literatures  
ENGL 6515 Advanced Studies in Children's Literature  
ENGL 6870 Literature: The Writer's Perspective  
ENGL 7070 Literary Theory  
ENGL 7165 English Literature  
ENGL 7265 American Literature  
ENGL 7365 Selected Topics in Multicultural and Transnational Literature

*Electives (6 s.h.)*

English courses outside the concentration or from another department.

Note: Students wishing to receive a graduate teaching assistantship must complete ENGL 6625 Teaching Composition: Theory and Practice.

*Thesis or Comprehensive Assessment Project (6 s.h.)*

A thesis, demonstrating the student's ability to gather, arrange, and interpret material which bears on a particular problem (6 s.h.), or a Comprehensive Assessment Project (CAP) with additional coursework in English (6 s.h.).

## **Multicultural and Transnational Literatures Concentration**

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Area Advisor: Dr. Rick Taylor (taylorr@ecu.edu)

Area Coordinator: Dr. Andrea Kitta (kittaa@ecu.edu)

**Description:** The Master's Degree in English with a Concentration in Multicultural and Transnational Literatures is an advanced degree focusing on U.S. ethnic and world literatures from local, regional, national, transnational, and global perspectives. In our program, the approach to understanding and appreciating literatures is interdisciplinary, involving the study of historical, political, artistic, geographic, and environmental contexts, as well as literary aesthetics and interpretation. Methodologies are drawn from literary studies, cultural studies, colonial/postcolonial/diasporic studies, and discourse analysis, among others.

The Master's Degree in English with a Concentration in Multicultural and Transnational Literatures provides excellent preparation for the pursuit of the doctoral degree and a wide range of professions, including secondary and higher education, law, public policy, international service, business, or any profession that would benefit from an understanding of multicultural and global peoples, arts, traditions, histories, interactions, and issues as represented and interpreted through literature and criticism.

The Master's degree is available as both a campus program (requiring attendance in face-to-face classes on the ECU campus and offering the possibility of research and teaching assistantships), and as a Distance Education (DE) degree offered fully online. (Priority for registration in DE classes is given to students who are officially admitted as DE students.) On admission to the program, you will be advised initially by Dr. Richard Taylor (taylorr@ecu.edu) or another assigned advisor; as your research interests begin to focus, you will choose or be assigned an advisor in your area of interest.

The Concentration has two threads: Multicultural (usually understood to refer to U.S. ethnic literatures); and Transnational (world literatures from regional, national, international, diasporic, colonial/postcolonial, and global perspectives). ENGL 6340 and ENGL 6360 provide cross-cultural comparative introductions to these two threads, and it is recommended that you take these two courses early in your studies. The ENGL 7350 Seminar in Multicultural and Transnational Literatures pulls the two threads together, again in cross-cultural comparative contexts, and is recommended as a capstone to your course of study.

**Note:** We encourage all students concentrating in MTL to apply for the MTL certificate since by completing the concentration, you will have completed the requirements for the certificate.

### **Coursework and Other Requirements**

*Choose one research methods course\* from the following (3 s.h.)*

ENGL 6009 Research Methods in Language Study

ENGL 6702 Research Methods in Technical and Professional Communication

ENGL 6805 Research: The Writer's Perspective

ENGL 7005 Bibliography and Methods

ENGL 7601 Research Design in Rhetoric and Composition

\*This course lays the foundation for every other course you will take, so you should take it as early in your course of study as possible.

*Select six courses from the following (18 s.h.)*

ENGL 6330 Studies in Latino/a Literature  
ENGL 6340 Ethnic American Literature  
ENGL 6350 Studies in Native American Literature  
ENGL 6360 World Literatures Written in English  
ENGL 6370 Caribbean Literature  
ENGL 6375 Middle Eastern Literature  
ENGL 6380 Studies in African Literature  
ENGL 6420 Studies in Asian American Literature  
ENGL 6450 Studies in World Indigenous Literatures  
ENGL 6460 Studies in African American Literature  
ENGL 7070 Literary Theory  
ENGL 7080 Cultural Studies Theory and Method  
ENGL 7300 Directed Reading in Multicultural and Transnational Literature  
ENGL 7350 Seminar in Multicultural and Transnational Literature  
ENGL 7365 Selected Topics in Multicultural and Transnational Literature  
ENGL 7465 Folklore

*Electives (6 s.h.)*

English courses outside the concentration or from another department.

Note: Students wishing to receive a graduate teaching assistantship must complete ENGL 6625 Teaching Composition: Theory and Practice. It is strongly recommended that you take either ENGL 7070 Literary Theory or ENGL 7080 Cultural Studies Theory and Method. The study of theory provides conceptual foundations for the way readers approach texts and for the connection between texts and cultures; and it provides a philosophical basis for the way we approach and conceive of our work as scholars.

Other English courses that mesh especially well with the concentration include:

ENGL 6215 American Literature to 1830

ENGL 6515 Advanced Studies in Children's Literature (when offered with special emphasis on race and ethnicity in children's literature)

ENGL 7630 Cultural Rhetoric and Writing

Electives may also include any course in the English program of particular interest or usefulness to you, or courses in other departments such as History, Psychology, Education, Political Science, Foreign Language and Literatures (except FORL 6000, though it may be used to meet the requirement for reading knowledge of a language other than English) that are especially suited to your research or professional interests, as approved by your MTL advisor and the Graduate Director.

*Thesis or Comprehensive Assessment Project (6 s.h.)*

A thesis, demonstrating the student's ability to gather, arrange, and interpret material which bears on a particular problem (6 s.h.), or a Comprehensive Assessment Project (CAP) with additional coursework in English (6 s.h.).



## **Rhetoric and Composition Concentration**

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Area Coordinator: Dr. Wendy Sharer (sharerw@ecu.edu)

**Description:** The Rhetoric and Composition concentration synthesizes philosophical, historical, and cultural dimensions of written communication through a wide variety of courses in rhetorical theory, composition pedagogy, discourse analysis, and literacy studies. Many of our graduates secure teaching positions at the community college level, while others find positions as directors of learning or writing centers. Some decide to continue graduate study at the doctoral level. Our program has enjoyed considerable success in placing its graduates in nationally recognized PhD programs.

### **Coursework and Other Requirements**

*Choose one research methods course\* from the following (3 s.h.)*

ENGL 6009 Research Methods in Language Study

ENGL 6702 Research Methods in Technical and Professional Communication

ENGL 6805 Research: The Writer's Perspective

ENGL 7005 Bibliography and Methods

ENGL 7601 Research Design in Rhetoric and Composition

\*This course lays the foundation for every other course you will take, so you should take it as early in your course of study as possible.

*Required Courses (12 s.h.)*

ENGL 6625 Teaching Composition: Theory and Practice

ENGL 7615 History and Theory of Rhetoric I *or* ENGL 7620 History and Theory of Rhetoric II

ENGL 7630 Cultural Rhetoric and Writing

*Select two courses from the following (6 s.h.)*

ENGL 6000 Critical Writing in English Studies

ENGL 7665 Rhetoric and Composition

ENGL 7950 Issues in Teaching Composition

ENGL 7960 Methods of Teaching English in the Two-Year College

ENGL 7975 Developmental English in the Two-Year College

*Required course (3 s.h.)*

Select 3 s.h. from Linguistics, TESOL, or technical and professional communication concentrations.

*Electives (6 s.h.)*

English courses outside the concentration or from another department.

Note: Students wishing to receive a graduate teaching assistantship must complete ENGL 6625 Teaching Composition: Theory and Practice.

*Thesis or Comprehensive Assessment Project (6 s.h.)*

A thesis, demonstrating the student's ability to gather, arrange, and interpret material which bears on a particular problem (6 s.h.), or a Comprehensive Assessment Project (CAP) with additional coursework in English (6 s.h.).

## **Teaching English to Speakers of Other Languages (TESOL) Concentration**

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Area Coordinator: Dr. Solveig Bosse (bosses@ecu.edu)

**Description:** The Linguistics and the TESOL concentrations in ECU's English Department prepare professionals for career opportunities in both the public and private sectors, including teaching and training (junior and four-year colleges and English as a Foreign Language overseas), teaching English for Specific Purposes (e.g. language training for foreign-born employees, such as business English), and teaching and training in North Carolina public schools by those who already hold teacher licensure in other areas of expertise, among others. Our Linguistics and TESOL graduate students organize the annual TALGS (TESOL and Applied Linguistics Graduate Students) conference, which provides graduate students and TESL/TEFL professionals a forum to showcase their research and teaching practices.

Delivered by a team of specialists in applied linguistics/TESOL, discourse analysis, and sociolinguistics, our Linguistics and TESOL curricula provide comprehensive training that meets the demand for competent professionals in the fields. The Linguistics and TESOL concentrations are designed to meet the needs of both working professionals and full-time students, and feature both online courses and campus evening courses.

**Note:** We encourage all students concentrating in MTL to apply for the MTL certificate since by completing the concentration, you will have completed the requirements for the certificate.

### **Coursework and Other Requirements**

*Choose one research methods course\* from the following (3 s.h.)*

ENGL 6009 Research Methods in Language Study

ENGL 6702 Research Methods in Technical and Professional Communication

ENGL 6805 Research: The Writer's Perspective

ENGL 7005 Bibliography and Methods

ENGL 7601 Research Design in Rhetoric and Composition

\*This course lays the foundation for every other course you will take, so you should take it as early in your course of study as possible.

*Required courses (9 s.h.)*

ENGL 6528 TESOL: Theories and Principles

ENGL 6530 Descriptive Linguistics

ENGL 6531 TESOL: Methods and Practicum

*Select three courses from the following (9 s.h.)*

ENGL 6505 Linguistic and Cultural History of the English Language  
ENGL 6525 Language and Society  
ENGL 6526 The Structure of English: Phonology and Morphology  
ENGL 6527 The Structure of English: Syntax and Semantics  
ENGL 6529 Applied Linguistics for ESL Teachers  
ENGL 6535 Principles of Language Testing  
ENGL 6680 Writing Systems of the World  
ENGL 7565 Linguistics, Education, and ESL  
ENGL 7605 Discourse Analysis

*Electives (6 s.h.)*

English courses outside the concentration or from another department.

Note: Students wishing to receive a graduate teaching assistantship must complete ENGL 6625 Teaching Composition: Theory and Practice.

*Thesis or Comprehensive Assessment Project (6 s.h.)*

A thesis, demonstrating the student's ability to gather, arrange, and interpret material which bears on a particular problem (6 s.h.), or a Comprehensive Assessment Project (CAP) with additional coursework in English (6 s.h.).

## **Technical and Professional Communication Concentration**

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Area Advisor: Dr. Brent Henze (tpc@ecu.edu)

Area Coordinator: Dr. Michael Albers (albersm@ecu.edu)

**Description:** East Carolina University's online graduate program in Technical and Professional Communication provides advanced preparation for students seeking careers in technical and professional communication and a variety of related fields requiring communication expertise. Students develop proficiency in technical editing and publishing; communication media and technologies; research design and methodology; teaching and training; communication in specific professional contexts such as healthcare, science, and government; professional writing genres; and many other areas.

Students from a variety of academic backgrounds develop the knowledge and skills to thrive as communicators in industry, academe, and the public sector. Our programs offer practicing communication professionals the opportunity to step back from their everyday tasks to reconsider the technological and conceptual changes that influence their work. Our graduates become public relations specialists, fund-raising and educational outreach professionals, program directors and communication specialists, teachers and trainers, writers in government, and technical communicators in high-tech industries.

**Note:** We encourage all students concentrating in MTL to apply for the MTL certificate since by completing the concentration, you will have completed the requirements for the certificate.

## Coursework and Other Requirements

*Choose one research methods course\* from the following (3 s.h.)*

ENGL 6009 Research Methods in Language Study

ENGL 6702 Research Methods in Technical and Professional Communication

ENGL 6805 Research: The Writer's Perspective

ENGL 7005 Bibliography and Methods

ENGL 7601 Research Design in Rhetoric and Composition

\*This course lays the foundation for every other course you will take, so you should take it as early in your course of study as possible.

*Required course (3 s.h.)*

ENGL 7702 Research Design in Technical and Professional Communication

*Select five courses from the following (15 s.h.)*

ENGL 6700 Technical Editing and Production

ENGL 6702 Research Methods in Technical and Professional Communication

ENGL 6715 Technical Writing

ENGL 6721 Copyediting in Professional Communication

ENGL 6725 Directed Readings in Technical and Professional Writing

ENGL 6740 Internship in Technical and Professional Communication

ENGL 6741 Internship in Technical and Professional Communication

ENGL 7705 Ethical Issues in Professional Communication

ENGL 7710 Professional Communication

ENGL 7712 Grant and Proposal Writing

ENGL 7716 Classics in Scientific and Technical Literature

ENGL 7721 Managing Editing and Publication Processes

ENGL 7730 Issues in Technical Communication

ENGL 7745 Teaching Professional Communication

ENGL 7746 Training in Professional Communication

ENGL 7750 Writing Public Science

ENGL 7765 Technical and Professional Communication\*

ENGL 7766 Special Studies Seminars in Communication and Emerging Technologies\*\*

ENGL 7780 Theory of Professional Communication

ENGL 7785 History of Professional Communication

ENGL 7790 Public Interest Writing

\*ENGL 7765 may be completed for a maximum of 9 s.h. with different topics.

\*\*ENGL 7766 may be completed for a maximum of 6 s.h. with different topics.

*Electives (6 s.h.)*

English courses outside the concentration or from another department.

Note: Students wishing to receive a graduate teaching assistantship must complete ENGL 6625 Teaching Composition: Theory and Practice.

*Thesis or Comprehensive Assessment Project (6 s.h.)*

A thesis, demonstrating the student's ability to gather, arrange, and interpret material which bears on a particular problem (6 s.h.), or a Comprehensive Assessment Project (CAP) with additional coursework in English (6 s.h.).

## **Degree Timeline & Committee Formation**

The following timeline details appropriate progress towards completion of the MA degree by providing milestones that correspond to the number of hours completed. A typical load for a full-time student is 9 hours per semester.

### **Before completing 18 hours of coursework**

- Declare a concentration as soon as possible and before completing 18 hours of coursework.
- Complete the research course requirement as soon as possible.

### **After completing 18 hours of coursework**

- Decide whether you will complete a thesis project or a comprehensive assessment project (CAP) at the completion of 18 hours. (See below for a section on considering the options.)

### **During your first two semesters (or while pursuing your first 18 hours), you should do the following:**

- Take required & elective coursework.
- Establish a professional network with professors and fellow graduate students.
- Explore various areas of interest through coursework, lectures, conference, and other professional development opportunities.

### **During the first ½ of your third semester (or the semester that you complete 27 hours of coursework), you should complete the following:**

- Establish a thesis topic or comprehensive assessment project by reviewing completed coursework and research currently being discussed in the field.
- Meet with your advisor and other professors who may be helpful in identifying a thesis or CAP topic **and** director.
- Ask a faculty member to serve as director for your thesis or CAP project.
- Discuss potential committee members with your director and ask those members to serve. (Provide members with a short, **written** description of your project).

### **During the last ½ of your third semester (or the semester that you complete 27 hours of coursework), you should complete the following:**

#### **Thesis**

- For thesis projects, begin initial research and craft a thesis prospectus (see below for guidelines).
- After approval from your director, send the prospectus to the committee members and schedule a prospectus meeting. At the completion of the meeting,

you will turn in a **pre-thesis form** and a **prospectus meeting form** to the graduate office for approval.

- Register for 6 credit hours of thesis hours.

### **Comprehensive Assessment Project**

- For the CAP, fill out the pre-CAP form and turn it in to the office.
- Register for 6 credit hours of elective courses. Familiarize yourself with your concentration's CAP options.

At this point, you should begin working on your thesis and CAP. It is crucial that you communicate frequently with your director throughout the writing process. Your committee can suggest a specific timeline that includes deadlines for chapter completion and a thesis or CAP defense date. Submit a copy of your final, approved thesis to the Graduate School by its due date which changes each semester.

### **During your final semester, you should complete the following:**

#### **Thesis**

- Work with your director to complete a final draft of your thesis with enough time for your committee members to read it and provide feedback.
- Schedule a defense at least 2 weeks prior to when the thesis should be submitted to the graduate school. (This will allow for additional revisions after the defense.)\*

#### **CAP**

- Work with your director to complete a final draft of your CAP.
- Schedule a CAP defense before the last day of classes.\*
- Distribute CAP to your committee members at least 2 weeks before your CAP defense.

\*Students should use the **schedule form** to schedule a defense.

## Thesis or Comprehensive Assessment Project?

Before deciding on whether you will choose the thesis or CAP option, you should discuss these options with your advisor. Some concentrations emphasize one or the other option for its students. For example, those students concentrating in creative writing will likely do a thesis. In technical and professional communication, linguistics, and TESOL, students often choose the CAP option. In other concentrations, students work with their advisors to discuss both options.

### Some things to consider

**The thesis option** allows students to undertake an independent project (with guidance from a director and committee) where students focus on a research question, review and synthesize the scholarship already done, and build their own argument. It should be at least 50-60 pages but often is longer, and usually has between 4-5 chapters.

For students doing a thesis in creative writing, your thesis will be a collection of poetry, fiction, or creative nonfiction, or a script with an introduction.

**The CAP option** allows students to take two additional classes and provides students with the opportunity to expand on and reflect on a course project or paper. These projects also focus on research questions/topics, but they take on a different format than the thesis.

For additional questions, please see your advisor or the DGS.



## Thesis Information

A student wishing to complete the thesis option must register for six semester hours of English 7000. This is a requirement of the MA in English program. Although English 7000 does not require face-to-face class meetings designated at a specific time, enrolled students are required to regularly communicate with their thesis director and committee members. Students are required to have a **minimum** of six hours of ENGL 7000 to graduate. To enroll for thesis hours, you must have a director and have the assistant to the DGS register you for these hours.

If a student has completed six semester hours of ENGL 7000 in a previous semester, she or he will need to register for thesis hours in the semester of graduation. The student must be registered for a course in the semester of graduation. Students may register for 3 hours of thesis during the semester in which they are completing their coursework.

Your thesis director will give the grade of S-Satisfactory or U-Unsatisfactory for the thesis credits you are enrolled in based on your performance. In addition, you must pass a thesis defense with your committee and have the members approve your thesis before submitting it to the Graduate School.

### Overview & Timeline

The following information is provided as a guide for students electing the thesis option for the majority of concentrations. Those students concentrating in creative writing will also write a prospectus, but the process for writing it and the thesis might vary. Please seek advisement from your concentration's area coordinator, advisor, or Director Graduate Studies if you have any questions. If you plan to enroll human participants in your project, you will need to undertake IRB approval.

### Defining a Topic

Begin thinking early about possible topics for the thesis. Each course assignment can be used to explore and discover topics that can be developed into larger, thesis-length projects. Choose a topic that best represents your scholarly interests and one that is manageable within a single academic year.

- Ask yourself: "What questions, issues, and/or texts most interest me?" The topic should be one that you genuinely want to know more about. Consult with faculty, especially faculty you've worked with in the past, as you choose your topic. A topic should be specific and should indicate what texts you plan to work with.
- According to the ECU Graduate School's *Manual of Basic Requirements*, thesis topics should:
  - be significant to students and scholars in the field;
  - be of great interest to the student;
  - be of sufficient scope to fulfill requirements of the student's school or department;
  - be feasible; that is, possessing evidence to show that the treatment of the topic is possible and desirable;

- fall within the specialization of a faculty member or faculty members within the student's school or department.

## **Choosing the Director and Committee**

Ideally, you should choose a director with whom you have studied and who has expertise in the subject area of your thesis. Your director might help you develop your topic, draw up an appropriate calendar for completing the work, and advise you regularly throughout the process. When you have selected a director and thesis subject, collaborate with your director in selecting two additional thesis committee members and, if you choose, a consultant from outside the department. You should then approach those committee members and ask them to be on the committee.

## **Planning the Thesis & Writing Prospectus**

The thesis option requires registration for 6 semester hours of ENGL 7000 (Thesis Hours). With the oversight of your director, write a thesis prospectus that provides a sort of roadmap through the process. **The prospectus** should

- articulate the thesis claim or research question that is generating the study,
- identify and briefly describe those works of scholarship that you believe will be most central to your research,
- construct a working chapter outline.
- include due dates and a projected defense date.

Typical theses are 50-100 pages and consist of four or five chapters. A full description of thesis requirements is provided by the Department of English graduate studies office or e-mail [englishgrad@ecu.edu](mailto:englishgrad@ecu.edu).

Below are additional tasks to complete as you plan your thesis and work on your prospectus. A well-written prospectus is essential to a well-written thesis.

### **1. Begin your research.**

- a. Good researchers are aware of existing research and locate their own research plans and claims within the larger critical discourse around their topic. So, to write a thesis, you first need to know what other scholars have said about your topic.
- b. Visit the library and the databases online. You can begin your search with the MLA bibliography database, but also follow citations in the works that you read and browse in the library stacks. You won't know whether a work is relevant until you obtain a copy and read it.

### **2. Assemble a bibliography.**

- a. Assemble a bibliography of secondary sources: roughly 10-15 academic articles (in journals or edited book collections) or academic books (or book chapters) relevant

to your topic. All items in the bibliography must be cited properly in the style you have chosen in consultation with your thesis director. (Examples include MLA, Chicago, APA, etc.)

- b. It is a good idea to annotate many of the works in your bibliography. While you are reading them. Annotations are 100-150 words long and:
  - i. Briefly summarize the argument made by the source (article or book or book chapter).
  - ii. Emphasize the parts of the source most relevant to your topic.
  - iii. Evaluate the source. What did you agree with? Where did you find the argument incomplete or unpersuasive?
- c. You should consult with your director, who will advise you on specific bibliography requirements for your project.

### 3. Write a prospectus.

A prospectus is a detailed description and plan for your thesis. An effective prospectus outlines a research question and a plan for research and writing that will produce an answer to your research question. It should be 1000-1500 words in length unless approved by your director and committee. Your prospectus should thus use the following format:

#### *I. Problem Statement*

*a. Critical Status Quo.* Good researchers are aware of existing research and locate their own research plans and claims within the larger critical discourse around their topic. This section should be based on research conducted for your annotated bibliography. Describe the current state of research into your topic. What articles/books on your topic are most significant and influential? What issues have scholars emphasized? Is there a critical consensus on your topic?

*b. Problem.* If everything about the critical status quo were fine, there would be no reason to do new research. This section should identify what's missing/wrong/inadequate/insufficient/unexplained in the critical status quo. For example: Are there texts or topics that need more or different attention? New issues that need to be considered? Places where the scholars are misreading existing evidence? How do you plan to build or contribute to knowledge about your topic.

*c. Question.* The question is based directly on the problem you identify. Given the gap you've found in the critical status quo, what question will your research address?

*d. Consequences.* A good question both grows out of a critical status quo and has consequences. There's no point in doing research on a question that no one cares

about answering. So, why does your question matter? How will your work contribute to the field in a meaningful way? In thinking about consequences, it can be helpful to consider what would happen if your question went unresearched and unanswered. What knowledge/insights would be lost?

*B. Plan.* Once you've defined a question in your problem statement, you need to explain the steps you'll take to find an answer to the question.

*A. Research method.* In this section, describe the research steps that will be required to answer your question and complete your project. What additional research, in either primary or secondary sources, do you need to do?

*B. Paper plan.* In this section, provide a brief chapter-by-chapter outline for your project, making sure that your project addresses your question. State your thesis' main claim. What evidence (texts/scenes/passages/secondary sources/data) would you use to support your claim, and in what order?

## Learning the Format

Study the Graduate School requirements for formatting matters, as well as submission instructions, at <http://www.ecu.edu/cs-acad/gradschool/ETD.cfm> **before** you begin your first draft of the thesis; it will save you and your committee time and energy in the long run if you conform to the guidelines from the beginning. Student may choose their style, but most are formatted in MLA style. Thesis drafts must comply with the guidelines provided in the most recent edition of the *MLA Style Manual* before they are submitted to thesis committee members.

## Hold a Prospectus Meeting

The thesis option requires a prospectus meeting with your thesis committee to be conducted **in the semester before** the student plans to complete the thesis. Both this meeting and the defense may be conducted by conference call for DE Students. The meeting will review the prospectus, try to anticipate problems, and confirm that the student is ready to write the thesis. At the completion of the meeting, you will turn in a pre-thesis form and a prospectus meeting form to the graduate office for approval.

## Writing the Thesis

Arrange with the director and committee procedures for reviewing drafts and scheduling a defense date. Normally thesis students work closely with the director on early chapter drafts and then send to other committee members. Once the thesis satisfactorily incorporates the director's suggestions and is correctly formatted, send it to other committee members for their input **no later than two weeks before the date of your defense**. This allows time for them to read carefully and for you to consider their suggestions and make changes before it is due to the graduate school.

## Defending the Thesis

Schedule the defense **at least 2 weeks prior** to when the thesis should be submitted to the graduate school. (This date is published in the academic calendar and is usually between 7-10 days before the last day of classes.) Determine a date and time convenient for you and your committee to hold the defense. Submit a copy of the completed thesis to each committee member 2 weeks prior to the defense. After the defense, the thesis signature form (with title of thesis, committee members, and defense date) should be submitted to the departmental graduate administrator and to the graduate school. The thesis is also submitted online through the graduate school. In the defense, committee members may ask you to reflect on the process of thesis research and writing, challenge you on elements of your claims and arguments, ask for clarification, and suggest further revision.

## Comprehensive Assessment Project (CAP)

The CAP option allows students to enroll in six additional hours of coursework. As the CAP varies between concentration areas, detailed information can be obtained from area coordinators (see **Concentration Area Information** for contact information). In some instances, you may elect to do a directed reading with your director to work on your CAP. Often, students' CAPs originate in their coursework and students work with their CAP committee to reflect on/expand on the project. Students must defend their CAPs and have them approved by the committee. The CAP Pre-Approval Form should be submitted and approved before students register for their coursework.

## Assistantships

Graduate assistantships are available to full-time on-campus students in good standing in a graduate program. These assistantships are competitive and limited. In addition, other offices on campus also offer assistantships. Students who wish to receive an assistantship assignment should notify the department's graduate administrator in the Office of Graduate Studies that s/he is interested in an assistantship and fill out an application. The assistantship application is sent to students along with the admission letter. To have an assistantship, a student must be enrolled as a full-time, campus student. DE students are not eligible for assistantships. Current university employees are ineligible for assistantships.

The English Department has several types of assistantships available: research, editorial, classroom, writing consultant and teaching.

- Teaching assistants have full responsibility for teaching writing courses and meet weekly with the Director of Composition. Other assistantships with various job descriptions are available throughout the university.
- Writing consultants engage with students one-on-one in the Writing Center, which provides tutoring services to students enrolled in one of the two composition classes. They also attend meetings once a week.

- Editorial assistants work with journal editors doing various tasks involved with the production of a journal and on other departmental publications like social media and websites.
- Classroom assistants help faculty who teach large sections of a course by leading small group discussions and performing other appropriate activities, such as grading.
- Research assistants work with faculty members to help with research activities that a faculty member is doing for an article or a grant, for example.

MA graduate assistants have 4 semesters of support (and can apply for a 5th semester) as long as they maintain satisfactory progress toward their degree. Stipends of \$5,250 per semester are paid for 20 hours of work per week. In general, a student will be assigned 10 or 20 hours of work per week. Graduate teaching assistants receive a stipend of \$6,750 per semester for 20 hours (usually 2 courses). Each course taught is the equivalent of 10 hours of assistantship work. Students may request an assistantship for a 5<sup>th</sup> semester, but the English Department offers only teaching assistantships for these students.

### **Teaching Assistantships**

To qualify for a teaching assistantship, a student must have 18 hours of graduate coursework in English and have successfully completed ENGL 6625. In addition, teaching assistants must attend a weekly meeting with the Director of Composition. Teaching assistants must also be registered as a full-time student during the semester that they will be teaching, with the exception of graduate students who are graduating in the concurrent semester. Contact Dr. Tracy Morse ([morset@ecu.edu](mailto:morset@ecu.edu)) for additional information.

## Certificate Programs

### **Certificate in Multicultural and Transnational Literatures**

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The graduate certificate in Multicultural and Transnational Literatures offers continuing education for post baccalaureate teachers, professionals, and potential graduate degree students in literatures from diverse ethnic and cultural groups that may have been excluded from mainstream literary studies. Coursework is interdisciplinary, with emphases on genre, historical context, and critical methodologies, with a focus on ethnic American and world literatures written in English.

This certificate is offered only online. Completion requires 12 semester hours (s.h.) of courses, including ENGL 6340 and 6360 (required), and 6 s.h. to be selected from ENGL 6330, 6350, 6370, 6380, 6420, 6450, 6460, 7350, and 7365. Other special topics graduate courses in related areas may be approved on an individual basis.

Additional details can be obtained by contacting Rick Taylor (taylorr@ecu.edu).

### **Certificate in Professional Communication**

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Communication professionals work in a rapidly changing environment that requires them to update their abilities throughout their career. Both conceptual and technological issues underlie those changes. This online certificate program is designed to help those communicators remain current and competitive.

The certificate requires **15 semester hours of courses** in the area of Technical and Professional Communication with a minimum B average in all certificate Coursework. Only 3 s.h. of a grade of C will count toward this certificate. Internship (ENGL 6740, 6741) and Directed Reading (ENGL 6725) courses cannot count toward the certificate. No hours in another discipline can be counted.

Additional details can be obtained by contacting the DGS or Brent Henze (tpc@ecu.edu).

### **Certificate in Teaching English to Speakers of Other Languages (TESOL)**

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The TESOL Certificate is designed for qualified candidates who wish to further their education in the field of teaching English to speakers of other languages. The certificate helps prepare professionals planning to teach English language learners (ELLs) in public/private sectors in the US or English as a Foreign Language (EFL) in such contexts overseas.

Applicants seeking admission to this program must hold a BA, BS or an equivalent degree from an accredited college or university in the US or overseas. Nonnative speakers of English are required to submit a TOEFL (Test of English as a Foreign Language) score of 550 or higher. Students interested in pursuing the certificate can enroll as nondegree seeking students or pursue the

certificate concurrently while enrolled in an ECU graduate program. Admission is based on completion of the ECU certificate application and approval by the program coordinator.

**The certificate requires 9 s. h. of graduate-level course work**, including ENGL 6528 and 6531 (required), and 3 s.h. to be selected from ENGL 6009, 6526, 6527, 6529, 7525, 7530, 7535, 7605, and 7680.

Additional details can be obtained by contacting the DGS or Solveig Bosse ([bosses@ecu.edu](mailto:bosses@ecu.edu)).

### **Certificate in Teaching English in the Two-Year College (TETYC)**

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The graduate certificate in TETYC is designed for qualified candidates who wish to further their education in the field of teaching English at the community or two-year college. This certificate is not offered online.

Applicants seeking admission to this program must hold a BA, BS or an equivalent degree from an accredited college or university in the US or overseas. Nonnative speakers of English will be required to submit a qualifying score on the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson Test of English (PTE) unless they have a degree from an accredited college or university in the US. Students interested in pursuing the certificate can enroll as non-degree seeking students or pursue the certificate concurrently while enrolled in an ECU graduate program. Admission is based on completion of the ECU certificate application and approval by the program coordinator.

**The certificate requires 12 s.h. of graduate-level course work**, including ENGL 7666, 7960, and 7975 (required), and 3 s.h. to be selected from ENGL 6528, 6625, 7745, and 7950. Other courses may be substituted with approval from the DGS.

Additional details can be obtained by contacting the DGS or Will Banks ([banksw@ecu.edu](mailto:banksw@ecu.edu)).

#### **Note**

To add the certificate while enrolled in the MA program, visit <http://www.ecu.edu/cs-acad/gradschool/Academic-Policies-and-Forms.cfm> and select "Request to Add Certificate."



## Academic Regulations

Students should familiarize themselves with the [academic regulations](#) of the graduate school which can be found in the [graduate catalog](#). We've listed some of the more common ones below.

### Academic Eligibility Standards

To meet the requirements for graduation or awarding of a graduate certificate and to remain in good academic standing, a student must demonstrate acceptable performance in course work after being admitted to a graduate degree or certificate program. This requires a cumulative 3.0 GPA in all course work related to the student's program of study.

For the purpose of meeting the minimum GPA requirement of 3.0 for graduation, students who are readmitted to a different graduate program after a full year's absence resulting from withdrawal or dismissal from a prior ECU graduate program may request that only the courses taken since readmission to the new graduate program be counted towards the minimum required GPA. The request with written justification must be made by the student's graduate program director for approval by the dean of the Graduate School or his/her designee. If approved, the student will have nine credit hours attempted to establish a GPA of 3.0 and courses taken prior to readmission will not be counted towards the completion of the new graduate degree. Failure to establish a GPA of 3.0 after nine credits attempted after readmission will result in immediate dismissal from the new graduate program and the university.

Students who are readmitted to a graduate program three years after withdrawal or dismissal from the same graduate program and who agree not to have any prior credit earned count toward their initial degree may request that only the courses taken since readmission to the new graduate program be counted towards the minimum required GPA. The request with written justification must be made by the student's graduate program director for approval by the dean of the Graduate School or his/her designee. If approved, the student will have nine credit hours attempted to establish a GPA of 3.0 and courses taken prior to readmission will not be counted towards the completion of the new graduate degree. Failure to establish a GPA of 3.0 after nine credits attempted after readmission will result in immediate dismissal from the new graduate program and the university.

In addition to the expectations for successful performance of course work described in the previous paragraph, good academic standing requires satisfactory progress in the overall graduate program. The students' advisor or graduate advisory committees may render judgments as to whether satisfactory progress is being made toward the degree, taking into account all aspects of academic performance and promise, not necessarily course work alone. A positive judgment is required to remain in good academic standing. For students involved in research-oriented programs, the student's department and individual advisory committee are responsible for evaluating the student's skills with respect to performing quality research. Failure to meet programmatic/departmental standards may result in program termination.

## **Probation and Termination Policy**

In order to remain in good academic standing, graduate students must maintain a minimum cumulative GPA of 3.0 in all coursework related to their program of study once they have a total of 9 credit hours attempted\* and any additional or higher academic standards established by their program of study. Students who fail to meet their program's criteria may be placed on probation or dismissed from the program.

Students who fail to remain in good academic standing in accordance with the paragraph above, will be automatically placed on academic probation by the Graduate School, during which time they will have an opportunity to correct their academic deficiencies. The probationary period will last for the term(s) in which the next nine credit hours are attempted. Enrollment in the Graduate School will be automatically terminated for students who fail to correct their academic deficiencies by the end of the probationary period. Graduate students will not be allowed to take classes and are subject to immediate dismissal once it becomes mathematically impossible to achieve a cumulative GPA of 3.0 in all coursework related to their program of study by the end of the remaining probationary period.

Students may appeal dismissal decisions by following the process outlined in the Graduate School Appeals Procedure.

\*Total credit hours attempted is the sum of credit hours for all graduate courses in which a graduate student is enrolled as of the tenth day of each semester (the Official University Enrollment Report Date or "Census Date"). Courses with a grade of "I" (incomplete) or dropped after census date are included in the calculation of credit hours attempted. Thesis and dissertation courses are not included as they may be repeated multiple times and no grade is assigned until the thesis or dissertation is defended.

## **Leave of Absence and Readmission**

Students enrolled in graduate degree programs who take a leave of absence of one or more semesters (excluding summer terms) must notify their graduate program director and file a readmission application prior to returning. During a leave of absence students will not be permitted to utilize university resources.

Students who take a leave of less than three years may file an application for readmission online at [www.ecu.edu/gradschool/](http://www.ecu.edu/gradschool/). There is no fee for readmission. Students wishing to change graduate degree or certificate programs after a leave of absence must submit a new admissions application.

Students who take a leave of absence of three or more years must submit a new complete application to be considered for admission to their former program or any other graduate program within the university. Students readmitted after a leave of absence of three years or more will be required to meet new or changed degree requirements. East Carolina University course credit will be evaluated for applicability towards degree requirements in accordance with established time limits.

For information on time limitations, view *Residence and Graduate Requirements* .

### **Readmission Following Academic Dismissal**

A student dismissed from the Graduate School for poor academic performance must wait one year (including summers) before being considered for readmission. A new complete application will be required for readmission. If the student is accepted for readmission in the same graduate program, credits earned while previously enrolled will be included for the purpose of determining academic standing and meeting graduation requirements. If the student is accepted into a different program, grades and credits earned in the previous degree program from which student was dismissed will not be included for the purpose of determining academic standing and graduation in the new program; however, the student's transcript will show all courses and grades including those earned in the previous program.

For information on probation and dismissal, view the *Probation and Termination Policy* .

### **Time Limits for Completing Graduate Programs**

While faculty and staff may advise the student on applicable time limits, it is solely the responsibility of the individual student to know and meet all time requirements. Extenuating circumstances for failing to meet time limits do not include incorrect oral information from faculty or staff where the correct information was set forth in a program publication or other document made available to the student. While reasonable efforts will be made to protect students who have already entered a program from the effects of subsequent changes in time limits, all graduate programs reserve the right to change time limits at any time without prior notice to students.

The time limit for completing all degree requirements (including transfer credit) in nondoctoral programs is six calendar years, unless a more restrictive time limit has been established by the degree program. All students in research based doctoral programs must achieve candidacy for the degree within five calendar years or 72 credit hours attempted, whichever occurs first, and complete all requirements of the degree within ten calendar years unless a more restrictive time limit has been established by the program (see *Advancing to Doctoral Candidacy* for more information).

A student's time limit for completion starts with the first course approved for inclusion in the degree plan (including transfer credits) or the date of admission to the program, whichever occurs first, and includes planned and unplanned leaves of absence. Students who do not achieve candidacy or do not complete their degrees within the required time limits will be dismissed from their degree program and the Graduate School unless a time extension is granted. All requests for time-extensions must be received by the Graduate School prior to expiration of the degree program's time limit and must use the official Request for Time Extension to Complete Graduate Degree Requirements form.

Check the graduate catalog for information on [time limit extensions](#).

## Important Contacts and Websites

### Contacts

Title	Name	E-mail	Phone
Interim Chair, Department of English	Dr. Don Palumbo	johnsonj@ecu.edu	(252) 328-6041
Director of Graduate Studies	Dr. Michelle Eble	eblem@ecu.edu	(252) 328-6412
Assistant to the Director of Graduate Studies	Catherine Anderson	hathawayc@ecu.edu	(252) 328-6660
Director of Composition	Dr. Tracy Morse	morset@ecu.edu	(252) 737-2040
Director of University Writing Centers	Dr. Nikki Caswell	caswelln@ecu.edu	(252) 737-1090
Director of University Writing Program	Dr. Will Banks	banksw@ecu.edu	(252) 328-6674
Director of ECU Quality Enhancement Plan	Dr. Wendy Sharer	sharer@ecu.edu	(252) 328-6698

### Websites

- **English Department:** [www.ecu.edu/english](http://www.ecu.edu/english)
- **ECU Graduate School:** [www.ecu.edu/gradschool](http://www.ecu.edu/gradschool)
- **Financial Aid:** [www.ecu.edu/financial](http://www.ecu.edu/financial)
- **Thesis Guidelines:** <http://www.ecu.edu/cs-acad/gradschool/ETD.cfm>
  - ECU's Non-Exclusive Distribution License
    - <http://www.ecu.edu/cs-acad/gradschool/upload/Non-Exclusive-Distribution-License.pdf>
  - Manual of Basic Formatting Requirements
    - <http://www.ecu.edu/cs-acad/gradschool/ETD-Formatting-Requirements.cfm>
  - Electronic Submission Process
    - <http://www.ecu.edu/cs-acad/gradschool/upload/The-Electronic-Thesis-Submission-Process-website.pdf>
  - FAQs
    - <http://www.ecu.edu/cs-acad/gradschool/ETD-Frequently-Asked-Questions.cfm>

## Frequently Asked Questions (FAQs) of Students Enrolled in the MA Program

### Thesis vs. Non-Thesis Option

*What is the difference between the thesis and non-thesis option of the MA program?*

The major difference is the amount of coursework. If you choose the thesis option, you will complete 27 s.h of coursework and at least 6 s.h. of thesis in order to complete your thesis. If you choose the non-thesis option, you will complete 33 s.h of coursework and a comprehensive assessment project.

### Comprehensive Assessment Project (CAP)

*What is the comprehensive assessment project (CAP)?*

You will complete a CAP if you choose the non-thesis option. Each concentration has a set of requirements for the CAP. The option requires an additional 6 s.h. of coursework. You may NOT enroll in thesis hours to help you prepare for this project. In most cases, this project should be completed as part of coursework, and you should consult with your advisor and the concentration areas of the website to learn more about this process.

### Thesis

*Do I have to register for English 7000 if I need to take thesis hours?*

Yes, at least 6 s.h. of ENGL 7000 are required for MA students writing a thesis.

*Do I need to register for thesis hours in the semester I graduate?*

If you have registered for thesis hours in a previous semester, you do not have to register for thesis hours in the semester you graduate, BUT you must be registered for a course in the semester you graduate.

*Is English 7000 a regular class?*

No. English 7000 does not require class face-to-face meetings designated at a specific time. However, you are required to regularly communicate with your thesis director and committee members. You should seek approval from your thesis director to be registered for thesis hours.

*Will I receive course credit for thesis hours?*

Yes. However, you will receive a S or U for your work on the thesis for that semester.

*When should I register for thesis hours?*

You may register for thesis hours in the semester after you have completed or during semester in which you are completing your coursework. You are required to have a minimum of 6 hours of ENGL 7000 to graduate.

*Do I have to register for thesis hours in the summer?*

If you have completed all coursework and were registered in the spring semester, you do not have to register for anything in order to graduate. Please refer to the graduate catalog under the "[continuous enrollment](#)" section for further details.

## **Directed Readings**

*What are directed readings?*

Directed readings, or independent studies, are courses in which a student works directly with a faculty member outside of a classroom setting. A student and faculty member together determine the reading list and assignments. Directed readings are meant to allow students the opportunity to study materials that are not regularly taught in other classes.

*Who should I ask to direct the directed reading?*

You and your advisor, and perhaps the Director of Graduate Studies (DGS), should determine the best faculty members to supervise this research. Much of the decision will be based on the subject of your research.

*What is the process of registering for a directed reading?*

Once you and a faculty member have agreed to work together, you must fill out a form, available in the Office of Graduate Studies. The form is then emailed to the DGS for approval. Once approved, it is listed as a course. You must receive approval and have the course listed in order to get the appropriate credit.

## **Transfer Credit**

*What is the process for transferring courses in to the program taken at another University?*

First, you should speak with the DGS to make certain that these courses can be applied to your degree. Once that is determined, you and your advisor will complete "The Request for Transfer Credit" form, available in the English Office of Graduate Studies. The form must be approved by the DGS who then sends it on to the Graduate School for approval.

*I was enrolled in another Graduate Program at ECU and want to transfer credits to the MA in English. What is the process for transferring Degree Graduate courses from ECU?*

First, you should speak with you advisor to make certain that these courses can be applied to your degree. Once that is determined, you or your advisor should speak with the DGS. Once you receive approval for the DGS, you and your advisor will complete the advising check sheet that will include those courses. NOTE: the DGS and you advisor will determine the number of degree credit hours to be applied to your program.

*What is the process for transferring non-degree graduate courses from ECU?*

Only 9 credit hours of non-degree graduate coursework in English will be applied automatically to your program. If you wish to have more than 9 credit hours applied to your program, you and your advisor need to complete "The Request for Transfer Credit form." The form must be approved by the DGS who then sends it on to the Graduate School for approval.

*Can Non-English non-graduate courses be applied to my program?*

Yes, but you will need permission from the DGS to have these courses applied to your program and you will still need to complete any requirements for your English Department graduate concentration/program.

## **Readmission Process**

*Do I have to reapply if I had a lapse in enrollment?*

Yes, you must reapply to the program if you are not continuously enrolled.

*How do I reapply?*

[Submit an application online](#) the Graduate School website.

*Is there a reapplication fee?*

No.

## **Assistantships**

*What is an assistantship?*

Graduate assistantships are available to full-time on-campus students in good standing in a graduate program. The English Department has several types of assistantships available: research, editorial, classroom, writing consultant and teaching. In addition, other offices on campus also offer assistantships.

*What work does a graduate assistant do?*

Research assistants work with faculty members to help with research activities that a faculty member is doing for an article or a grant, for example. Editorial assistants work with journal editors doing various tasks involved with the production of a journal. Classroom assistants help faculty who teach large sections of a course by leading small group discussions and performing other appropriate activities, such as grading. Writing consultants engage with students one-on-one in the Writing Studio, which provides tutoring services to freshman enrolled in one of the two composition classes, and attend workshops once a week. Teaching assistants have full responsibility for a section of composition and meet weekly with the Director of Composition. Other assistantships with various job descriptions are available throughout the university.

*How can I obtain one? Is there an application?*

You should notify the department's graduate administrator in the Office of Graduate Studies that you are interested in an assistantship and fill out an application.

*Can I register for distance education sections?*

If you have an assistantship you must be enrolled as a campus student. DE students are not eligible for assistantships.

*What is the stipend for MA students?*

As of Fall 2013, MA graduate assistants have 4 semesters of support as long as they maintain satisfactory progress toward their degree. Stipends of \$5250 per semester are paid for 20 hours of work per week. In general, a student will be assigned 10 or 20 hours of work per week. Graduate teaching assistants receive a stipend of \$6750 per semester for 20 hours (usually 2 courses). Each course taught is the equivalent of 10 hours of assistantship work.

*What are the qualifications for a teaching assistantship?*

You must have 18 hours of graduate coursework in English, and you must have successfully completed ENGL 6625. In addition, you must attend a weekly meeting with the Director of Composition.

*What if I don't finish my MA degree in 4 semesters? Can I get additional support?*

You may request an assistantship for a 5<sup>th</sup> semester, but the English Department offers only teaching assistantships for these students.

*I'm interested in an assistantship, but I already work for the university. Is it possible for me to have an assistantship?*

No



# Appendix: Forms